**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Kindergarten – Module 4**

|  |  |
| --- | --- |
| Table of Contents | |
| Module Assessment Overview | pages 2-3 |
| Kindergarten Standards Checklist | page 4 |
| Module 4 Mid-Module Assessment Task | pages 5-8 |
| Rubric | pages 9-10 |
| **Optional** Mid-Module Score Sheet (see Updates) | pages 11-12 |
| Module 4 End-of-Module Assessment Task | pages 13-16 |
| Rubric | pages 17-18 |
| **Optional** End-of-Module Score Sheet (see Updates) | pages 19-20 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted for the Mid-Module Assessment and an additional three days are allotted for the End-of-Module assessment in this module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* If the student is unable to perform any part of the set, her score cannot exceed Step 2. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 4 Grading Guidance:**

* Standards K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5 are only assessed in Module 4. (See checklist on page 4.)

**Updates**

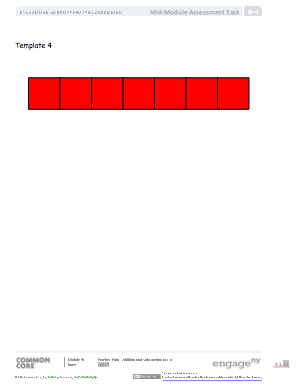
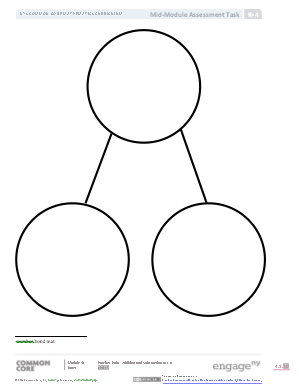
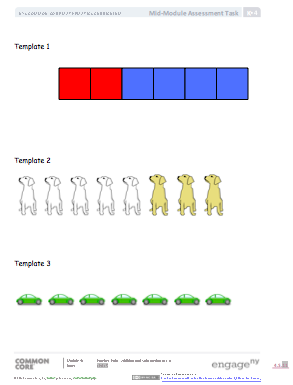
Some teachers have requested the option of using score sheets to provide grading guidance and for ***optional*** Homeroom data entry. An ***optional*** score sheet has been included for the Mid-Module and End-of-Module Assessments. If you would like to use the score sheet, contact Print Shop to receive your copies (1 per student).

Features of the Score Sheet:

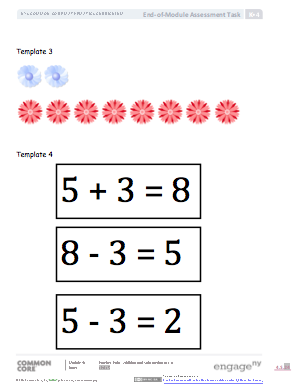
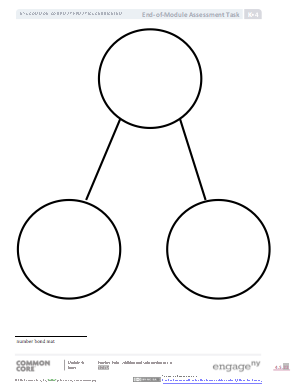
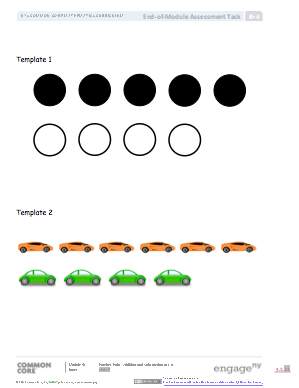
* Aligns with the Module Checklists as well as the 1:1 Assessment Tasks.
* Combines scores from Topics that assess the same domain so that only one grade book entry is needed.
* Can be used to provide feedback to parents about student progress.

**Advance Preparation for Assessments**

Mid-Module Assessment Prep:

* Topic A: Student number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals
* Topic B: Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes
* Topic C: Personal white board, story problem Templates 1–3 (see below), 10 linking cubes (5 red and 5 blue)
* Topic D: Personal white board, story problem Templates 2–4 (see below), 10 red linking cubes
* ****Templates: 4.S.10, 4.S.11, 4.S.12

End-of-Module Assessment Prep:

* Topic E: Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper
* Topic F: Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes
* Topic G: 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil
* Topic H: 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board
* ****Templates: 4.S.22, 4.S.23, 4.S.24

**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 4**. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 4: Mid-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |
| **Topic D** |  |  |  |

Topic A: Compositions and Decompositions of 2, 3, 4, and 5

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals

1. (Put 4 toy animals in the whole’s place on the number bond. Orient the whole toward the top.) Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond). Move the animals as you tell your story.

2. (Turn the number bond mat so that the parts are on top. Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.) Use these linking cubes (present the tub) to complete this number bond. (Students should put 5 linking cubes into the whole’s place.)

3. Replace your cubes with numbers.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

Kindergarten Module 4: Mid-Module Assessment Task (continued)

Topic B: Decompositions of 6, 7, and 8 into Number Pairs

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

1. (Put 5-stick of same-colored linking cubes and tub of loose same-colored linking cubes in front of the student.) **a.** Show me 6 with the cubes. **b.** Show me 6 fingers the Math Way.

2. (Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.

3. (Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible, so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

Kindergarten Module 4: Mid-Module Assessment Task (continued)

Topic C: Addition with Totals of 6, 7, and 8

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Personal white board, story problem Templates 1–3, 10 linking cubes (5 red and 5 blue)

1. (Place Template 1 in front of the student and give him the unconnected linking cubes.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 6 cubes. 2 were red, and 4 were blue. (Write 6 = 2 + 4 on the white board as you talk.) Tell me what the 6 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 4 is telling about in my story.

2. (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 5 white puppies and 3 brown puppies in the yard. How many puppies were in the yard? (Write \_\_\_ + \_\_\_ = \_\_\_ on the personal white board.) Write the numbers in the addition sentence that match this story.

3. (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He puts some on the shelf and the rest in his toy box. How many could be in each place? Write an addition sentence that matches your story.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

Kindergarten Module 4: Mid-Module Assessment Task (continued)

**Topic D: Subtraction from Numbers to 8**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Personal white board, story problem Templates 2–4, 10 red linking cubes

1. (Place Template 4 in front of the student in the personal white board.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes and write 7 – 2 = 5 below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.

2. (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 8 puppies in the yard. 5 went into the doghouse. How many puppies were still in the yard? (Write \_\_\_ – \_\_\_ = \_\_\_ on the board.) Write the numbers in the subtraction sentence to match this story.

3. (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He put 4 cars away in his toy box. How many cars was Jacob still playing with? Write a subtraction sentence that matches this story.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

**Kindergarten Module 4: Mid-Module Assessment Task Rubric**

**\* Indicates items that have been changes/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **Topic A**  K.OA.1  K.OA.3  K.OA.5 | The student shows little evidence of understanding that the parts of the number bond comprise the whole, and is unable to complete most of the tasks. | The student:   1. Tells a story about the animals that does not match his movements or numbers. 2. Puts a quantity of linking cubes other than 5 in the number bond. 3. Fills in the number bond with 5, 3, and 2 incorrectly or puts other numbers in the number bond. | The student correctly:   1. Tells a decomposition story without using numbers. 2. Selects 5 linking cubes but is confused about where to put them. 3. Fills in the number bond with 5, 3, and 2, and is hesitant when writing the numerals in the number bond, looking to the teacher for support in writing the numbers in the correct place. | The student correctly:   1. Tells a decomposition story, saying numbers that match her movement of the toy animals. 2. Selects 5 linking cubes and puts them in the whole of the number bond mat. 3. Correctly fills in the number bond with numerals 5, 3, and 2. |
| **Topic B \***  K.OA.3 | The student shows little evidence of understanding the relationship between the parts and the whole of the number bond, and is unable to complete most of the tasks. | The student correctly answers (any) **1-2** parts of the question. | The student correctly answers **part 1a and 1 of the remaining parts.** | The student correctly answers **part 1a and 2-3 of the remaining parts.** (See below.) |
| 1a. **(1)** Shows 6 cubes. (Make note if the student uses the 5-stick, which shows more advanced counting.)  1b. **(2)** Holds up her left hand and the thumb of her right hand to show 6 with her fingers.  2. **(3)** Makes a number bond for 7 using any correct combination for the parts of 7. (Again, make note if the student uses the 5-stick.)  3. **(4)** Writes a correct combination of parts for the number 8. | | | |
| **Topic C**  K.OA.1  K.OA.2  K.OA.3 | The student shows little evidence of understanding the addition expressions or addition equations, and is unable to complete most of the tasks. | The student:   1. Incorrectly states some or all of what each number represents. 2. Writes incorrect numbers in the blanks or puts the correct numbers in the wrong places. 3. Writes an incorrect addition sentence for the story. | The student requires teacher support to correctly answer the questions and/or misses one out of the three questions. | The student correctly and independently:   1. States what each number in the number sentence refers to. 2. Writes all the correct numbers in the blanks: 5 + 3 = 8. 3. Writes an addition sentence to match his own story, e.g.,  7 = 3 + 4. |
| **Topic D**  K.OA.1  K.OA.2  K.OA.3 | The student shows little evidence of understanding subtraction expressions or subtraction equations, and shows little understanding that the same number can be decomposed in different ways. He is unable to complete most of the tasks. | The student:   1. Incorrectly states some or all of what each number represents. 2. Writes incorrect numbers in the blanks or puts the correct numbers in the wrong places. 3. Writes an incorrect subtraction sentence for the story. | The student requires teacher support to correctly answer the questions and/or misses one out of the three questions. | The student correctly and independently:   1. States what each number in the number sentence refers to. 2. Writes all the correct numbers in the blanks: 8 – 5 = 3. 3. Writes an addition sentence to match her own story, e.g., 7 – 3 = 4. |

**Kindergarten Module 4: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: Mid-Module Assessment** | | | | | |
| **Domain** | | **Standards** | | | |
| Topic | Operations and Algebraic Thinking | | K.OA.1 | K.OA.2 | K.OA.3 | K.OA.5 |
| A | 0 1 2 3 | | X |  | X | X |
| B | 0 1 2 3 | |  |  | X |  |
| C | 0 1 2 3 | | X | X |  |  |
| D | 0 1 2 3 | | X | X | X |  |
|  | |  |  | | | | |
| Domain  Score | Operations and Algebraic Thinking | |  | | | | |
| Level |  | |
| Level 3 | 10-12 points | |
| Level 2 | 6-9 points | |
| Level 1 | 0-5 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Kindergarten Module 4: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Mid-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)  K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).  K.OA.5 Fluently add and subtract within 5. |

**Kindergarten Module 4: End-of-Module Assessment Task**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic E** |  |  |  |
| **Topic F** |  |  |  |
| **Topic G** |  |  |  |
| **Topic H** |  |  |  |

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
Topic E: Decompositions of 9 and 10 into Number Pairs

Rubric Score: Time Elapsed:

Materials: (S) Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper

1. (Put the number bond mat in the personal white board, and write 10 in the whole’s place.) Use your marker to complete this number bond.

2. Anya’s friends brought her 9 presents. They put some of the presents on one table and the rest on the other table. (Place the two pieces of construction paper in front of the student to represent each table.)

**a.** Use the cubes to show me how Anya’s presents could look.

**b.** Now, draw a number bond about Anya’s presents.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2. |  |

**Kindergarten Module 4: End-of-Module Assessment Task (continued)**

Topic F: Addition with Totals of 9 and 10

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes

1. (Show Template 1 to the student, and write 9 = \_\_\_\_ + \_\_\_\_ on the personal white board.) Look at the 5-group dots. How can the dots help you fill in the blanks of the equation? Fill in the blanks.

2. (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 6 orange cars in the parking lot. 4 green cars drove in. How many cars are in the parking lot now? (Write \_\_\_ + \_\_\_ = \_\_\_ on the board.) Write the numbers in the addition sentence to match the story.

3. (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 10 flowers. 8 of them were red, and 2 of them were blue. Write an addition sentence that matches this story.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

**Kindergarten Module 4: End-of-Module Assessment Task (continued)**

Topic G: Subtraction from 9 and 10

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil

1. (Give the student a piece of paper and a pencil.) Listen to my story, and watch what I do. When I’m finished, you are going to record what you hear and see on your paper. You can use a drawing or a subtraction sentence. I have 9 crayons. I’m going to put 1 in this paper bag. How many crayons are left?

2. (Give the student the 10-stick of linking cubes.) How many cubes? Break off some cubes, and put them on the table. How many did you break off? How many are still in your hand? (As the student tells you how many cubes, write \_\_\_ – \_\_\_ = \_\_\_ on the personal white board.) Write the numbers in the blanks that tell what you did with the linking cubes.

3. (Connect the cubes, and erase the board. Place both items in front of the student.) Break off a different number this time, and record your work by writing a subtraction sentence.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

**Kindergarten Module 4: End-of-Module Assessment Task (continued)**

**Topic H: Patterns with Adding 0 and 1 and Making 10**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board

1. (Place 5 loose linking cubes of the same color in front of the student.) Count and put the cubes together. How many cubes are there? Take zero cubes away. How many cubes are left? Put zero cubes on your stick. How many cubes are there in all?

2. (Student is still holding his 5-stick from the previous question. Put 5 loose linking cubes of different colors in front of the student.) Put 1 more cube on your stick. How many cubes are there? Put 1 more cube on your stick. How many cubes now?

3. (Place Template 4 in front of the student.)

**a.** Listen to my story. Hold up the equation that matches my story. 5 fish were swimming in a pond. Then, 3 frogs jumped in the pond. Now, there are 8 animals in the pond. Which equation matches my story?

**b.** Listen to some more. There were 8 animals in the pond. The 3 frogs jumped out and went home. Now, there are 5 animals in the pond. Which equation matches my story?

4. (Put Template 1 in front of the student.) How many more does 9 need to be 10? Write an equation that shows how many 9 needs to make 10.

5. (Give the student the personal white board and marker.)

**a.** Draw the number 7 using a 5-group.

**b.** How many more does 7 need to make 10? Write an equation that shows how many 7 needs to make 10.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3.  4.  5. |  |

**Kindergarten Module 4: End-of-Module Assessment Task Rubric**

**\* Indicates items that have been changes/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **Topic E**  K.OA.3 | The student:   1. Writes random or no numbers in the number bond. 2. Is unable to represent the story using cubes or number bond. | The student:   1. Writes two numbers that are close but an incorrect number pair for 10 in the number bond. 2. Represents the story incorrectly with cubes and the number bond.   OR  The student performs one of the tasks correctly with some teacher support. | The student:   1. Writes a correct number pair for 10 in the number bond.   OR   1. Represents the story correctly using **a.** cubes **or** **b.** number bond. | The student correctly:   1. Writes a number pair for 10 in the number bond. 2. Represents the story using **a.** cubes and **b.** number bond. |
| **Topic F**  K.OA.2 | The student shows little evidence of understanding addition sentences and is unable to complete most of the tasks. | The student:   1. Writes an incorrect number pair for 9. 2. Writes random numbers in the addition sentence and shows little understanding of the story. 3. Is unable to write an addition sentence, or the addition sentence is not understandable.   OR  The student performs one or more of the tasks correctly with some teacher support. | The student:   1. Identifies and writes 5 for the dark dots and 4 for the light dots in the equation, or writes a different, correct number pair for 9. 2. Writes correct numbers in the addition sentence, with some confusion about parts and whole. 3. Writes an addition sentence that matches the story, with some confusion about parts and whole. | The student correctly:   1. Identifies and writes 5 for the dark dots and 4 for the light dots in the equation, or writes a different, correct number pair for 9. 2. Writes all the correct numbers in the addition sentence:  6 + 4 = 10 or  4 + 6 = 10. 3. Writes a correct addition sentence that matches the story: 10 = 8 + 2 or  8 + 2 = 10. |
| **Topic G**  K.OA.1  K.OA.2  K.OA.3 | The student shows little evidence of understanding subtraction sentences and is unable to complete most of the tasks. | The student:   1. Represents the story using pictures, numbers, or symbols that are not related to the story. 2. Orally answers the questions incorrectly and writes random numbers in the blanks of the subtraction sentence. 3. Is unable to break off a different amount of cubes, and writes random numbers in the equation or is not able to write an equation.   OR  The student performs one or more of the tasks correctly with some teacher support. | The student:   1. Represents the story using pictures, numbers, or symbols that are incorrectly related to the story (e.g., 9 + 1 = 8 or showing 9 pencils with one more added). 2. Orally answers the questions being asked, counts all the cubes when asked the questions, and writes incorrect numbers in the blanks of the subtraction sentence  (e.g., 8 – 1 = 9). 3. Breaks off a different number of cubes and records work with an equation but may get numbers mixed up in the equation. | The student correctly:   1. Represents and records 9 – 1 = 8 clearly using a drawing and/or equation. 2. Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes. 3. Breaks off a different number of cubes and records work with an equation. |
| **Topic H \***  K.OA.1  K.OA.2  K.OA.4 | The student shows little evidence of understanding zero, 1 more, and the relationship between numbers and addition and subtraction. He is unable to complete most of the tasks. | The student correctly answers **2-4** of the 9 parts. | The student correctly answers **5-6** of the 9 parts. | The student correctly answers **7-9** of the 9 parts. (See below.) |
| 1. **a.** Counts 5 cubes and **b.** answers 5 to each of the questions about zero. 2. Answers 6 and 7 as she puts 1 more cube on the 5-stick. 3. Selects the correct equation for both parts of the story: **a.** 5 + 3 = 8 and  **b.** 8 – 3 = 5. 4. **a.** Answers 1 and **b.** writes 9 + 1 = 10. 5. Correctly   **a.** draws 7 dots in a 5-group pattern  **b.** answers 3 orally and writes 7 + 3 = 10. | | | |

**Kindergarten Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | |
| **Domain** | | **Standards** | | | |
| Topic | Operations and Algebraic Thinking | | K.OA.1 | K.OA.2 | K.OA.3 | K.OA.4 |
| E | 0 1 2 3 | |  |  | X |  |
| F | 0 1 2 3 | |  | X |  |  |
| G | 0 1 2 3 | | X | X | X |  |
| H | 0 1 2 3 | | X | X |  | X |
|  | |  |  | | | | |
| Domain  Score | Operations and Algebraic Thinking | |  | | | | |
| Level |  | |
| Level 3 | 10-12 points | |
| Level 2 | 6-9 points | |
| Level 1 | 0-5 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Kindergarten Module 4: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics E–H)  Clusters and Standards Addressed |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)  K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).  K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. |